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THE ELEMENTARY SCHOOL JOURNAL

CONTINUING "THE ELEMENTARY SCHOOL TEACHER"

JUNE 1916

EDUCATIONAL NEWS AND EDITORIAL COMMENT

As the result of an experiment conducted by an energetic young school teacher a few years ago in one of the rural districts of the state of Washington, a movement has been launched to provide the rural teacher with a home adjacent to, or part of, the schoolhouse. The young teacher in question, being unable to find a family that would accept her as a boarder for the school term, persuaded the school authorities to move a portable cook-house into the school yard, in which she lived for the entire term. This scheme worked so well that the following year a cottage was erected for the use of the teacher.

A Home for the Rural Teacher

This idea of the teacher's cottage, or "teacherage," at once received the support of the state superintendent of Washington, and thus spread to other districts. From Washington the idea has spread to other states, until it is represented at the present time by at least one teacher's cottage in each of 36 states. Texas leads with 167 cottages, Washington is second with 108, and Minnesota third with 52.

To anyone who is at all familiar with the many inconveniences which fall to the lot of the rural teacher, it is evident that this movement represents a step in the right direction. And it is gratifying to know that the movement has the support of the General Federation of Women's Clubs, the General Education

Board, the American Civic Association, and the United States Bureau of Education.

An interesting bulletin on *Free Textbooks and State Uniformity* has recently been issued by the United States Bureau of Education.

Free Text- According to this bulletin free-textbook laws are in
books in force in fifteen states.

Fifteen States The movement for free textbooks should have the hearty support of all school men. Provision for free textbooks is a logical part of our system of free education. Indeed, until we do have free textbooks we shall not have free education in fact. Especially is it true that free textbooks should go along with compulsory education, because, if the state demands that a parent send his child to school, it is certainly the duty of the state to provide textbooks for the child when the parent is unable to do so. And if the state provides free textbooks for some of the children, it should provide them for all, if the spirit of democracy is to be fostered.

Thus, while it is gratifying to know that there are free-textbook laws in fifteen states, there should be more. It is to be hoped that the fight for free textbooks will be vigorously carried on until every state has a system of free textbooks and a system of really free education.

The following item is taken from the *Educational News Bulletin* issued by the State Department of Education of Wisconsin:

Domestic The objects in giving credit for home work in the domestic-
Science in science course at Plainfield are: "(1) to encourage girls to
Co-operation apply at home what they have learned at school; (2) to co-
with the Home operate with the home in getting the girls to do cheerfully the too
often despised operations of household routine; (3) to stimulate
in girls originality and thrift in planning and executing, whether it be with
regard to a menu or a garment, and (4) incidentally to do a little extension work
in the community.

"Especial attention is called to the elasticity of the requirements. The less energetic girl has a chance to do something, and the little she accomplishes often serves as an incentive to do more the following six weeks.

"The girl who boards in town has an almost equal chance with those whose homes are in the village. Emphasis is laid upon things requiring planning and originality, and yet the routine duties are not minimized.

"The domestic-science teacher has half of Friday afternoon off to visit homes and interview mothers. We are aiming to make our domestic-science department serve the entire community.

"We hold an annual school fair, the net proceeds of which practically pay for materials used in classes."

Following is a tabulated list of home credits awarded:

I. COOKING

Bread.....	5	Fish.....	3
Cake.....	2	Soup.....	2
Pie.....	3	Potatoes (baked or boiled).....	$\frac{1}{2}$
Cookies.....	$2\frac{1}{2}$	Vegetables:	
Doughnuts.....	$2\frac{1}{2}$	Scalloped.....	1
Sandwiches (1 doz.).....	1	Boiled creamed.....	1
Baking-powder biscuits.....	2	Special dishes.....	2
Cereals.....	$\frac{1}{2}$	Salad.....	1
Eggs.....	1	Dessert.....	1
Meat:		Griddle cakes.....	1
Roast.....	3	Candy.....	1
Broiled.....	2	Beverages.....	$\frac{1}{4}$
Stewed.....	2		

II. GENERAL HOUSEHOLD DUTIES

Meals:		Dusting (8 times).....	1
Routine.....	1	Making beds (8 times).....	1
Planned.....	3	Scrubbing (1 room).....	1
Washing dishes (16 times).....	1	Room rearrangement and decoration.....	5-10
Sweeping (16 times).....	1		

III. SEWING

Dress.....	6	Nightgown.....	2
Waist.....	3	Fancy work.....	1-5
Skirt.....	3	Apron.....	1
Underskirt.....	3	Darning (6 large holes).....	1
Drawers.....	2	Patching (6 patches).....	1
Corset covers.....	2	Pillow-cases.....	1

IV. LAUNDERING

Shirtwaist.....	2-5	Plain garments.....	$\frac{1}{2}$ -2
Table-cloth.....	2	Fancy garments.....	1-5
Towels or napkins (6).....	1	Bed linens.....	$\frac{1}{2}$

Credit is given in divisions I, III and IV only when work or samples of work are brought. Work is then graded and a corresponding percentage of points awarded.

At the end of six weeks marks are to be raised according to the following plan: 25 points, 1 per cent; 50 points, $2\frac{1}{2}$ per cent; 75 points, 5 per cent; 100 points, 8 per cent.

The movement to establish savings banks in the schools represents an attempt to make the school assist in practical training for good citizenship and deserves the support of school men. The movement is of recent origin, but that it has taken a firm hold on the educational system of the country is plainly shown by the fact that at the present time savings banks of one sort or another have been established in 1,325 schools in 280 cities in the United States. More than 928,000 school children have \$1,792,640 on deposit in these banks. About 105,000 children have transferred their accounts from the schools to regular savings banks. Thus it is seen that nearly one school child in every twenty is a school-bank depositor.

A glance at the distribution of these school banks shows that, while the movement is not confined to any particular section, it is much more strongly established in the North and East than elsewhere. In New Hampshire 70 schools in 31 cities have savings banks, in Pennsylvania 213 schools in 38 cities, in New York 110 schools in 24 cities, and in Connecticut 81 schools in 27 cities; in eight great states of the Middle West, Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, and Missouri, 560 schools in 80 cities have savings banks; in six western states, North Dakota, Kansas, Montana, New Mexico, and Nebraska, 76 schools in 16 cities have banks; in the states of the Pacific Coast 189 schools in 20 cities, and in seven southern states only 32 schools in 15 cities. From these facts it is seen that the states of the South and West have shown comparatively little interest in the movement.

The Bureau of Education has rendered a service to all city school systems by bringing together the facts regarding the experiment made in Newark, New Jersey, of conducting all-year elementary schools. In the form of a circular the Bureau sends out seven full pages reviewing all phases of the experiment. It will be possible for us to reproduce only a part of the circular.

The importance of this experiment will be recognized at once when it is remembered that schools in the United States, by omitting Saturday, and because of long vacations, have a shorter

school year by about seventy school days than do the better European schools. Furthermore, in urban centers children are left during the summer to find something to do under adverse street conditions, while the schools are closed on the assumption that the children are all on a profitable vacation.

Two all-year schools were organized in Newark, New Jersey, June 1, 1912, in order to save two years of the time now regularly required to complete the elementary-school course; to prove that under proper conditions of discipline and instruction pupils will suffer no physical or mental injury by reason of an additional eight weeks of school attendance during the months of July and August; and to demonstrate that the continuous session saves an enormous loss of time and energy.

These two all-year schools (the Belmont and the Seventh Avenue) proved so successful in every way that two other schools were organized on the same plan in the summer of 1915, one of these being the boys' industrial school. The other schools are located in the congested tenement districts, where there is nothing for the children to do during the summer but loaf and fall into bad habits. Experience shows that under ordinary conditions all the habits of industry established during the regular school term are broken up and must be formed again at the beginning of the next term, which is a slow process and involves a waste of time. Common sense demands that children be kept profitably employed during the long summer vacation. The problem of street loafing in the tenement districts of Newark has very largely been solved by these all-year schools. Several policemen report that they have had very little trouble with gangs of boys since the establishment of these schools and that there are fewer accidents in the streets.

From the very first the all-year schools have been popular with both pupils and parents. The best evidence of this is the accompanying attendance table.

Attendance

This is a remarkable showing for attendance during the summer, especially when the fact is considered that attendance is voluntary,

Year	Average Enrolment, Regular Term	Percentage of Attendance, Regular Term	Average Enrolment, Summer Term	Percentage of Attendance, Summer Term	Percentage of Regular-Term Pupils Attend- ing Summer Term
1912 (2 schools)...	3,722	89.0	2,614	91.7	70.2
1913 (2 schools)...	3,625	90.1	2,574	92.5	70.8
1914 (2 schools)...	3,587	90.4	2,772	94.2	77.2
1915 (4 schools)...	5,309	91.5	4,470	92.4	84.1

and not compulsory, as during the regular term. In the months of July and August the attendance officers visit the homes to discover cause of absence

and to urge upon parents the necessity of keeping the children in regular attendance, but no compulsion is used.

The children who have attended school continuously for the past year or two speak in eloquent terms of the value of the all-year schools. The representative of the Bureau of Education asked the pupils in the seventh and eighth grades to write compositions telling why they attend school during the summer. Nearly all the pupils stated that the schoolroom is much cooler than the streets and their rooms at home; that they have nothing to do but collect in gangs in the streets; and that they will gain a grade or two by the time they are old enough for their work certificates.

**What the
Children
Say**

The following extracts taken verbatim from the compositions are typical:

1. "It [the summer term] keeps you from hanging around the streets and saves you from trouble."
2. "I am kept from bad company."
3. "If I hadn't come to school in the summer I would be in 5c, and I am in 7a."

Many parents whose children have attended school continuously for two or three years were interviewed as to their reasons for sending their children to school in July and August. Without exception all of them expressed themselves heartily in favor of the all-year plan. They emphasized the point that the children would be a grade or two higher when it became necessary for them to leave school, as many are required to do when they are old enough to work.

**What the
Parents
Say**

The following are some of the replies made by parents:

1. "A shame to let children run our streets during the summer. We people can't send our children away; our homes are not what they should be. They are not comfortable like the schoolhouse."
2. "The children if left to run the streets would be fighting and learning bad things. Some parents take up the quarrels of their children, and then there is a general row among the parents in the flat. There is less of this since our children attend school."
3. "I lived in another city where there was no school in the summer and I found the children got into more trouble than they do in this section of Newark, where the children are in school all day."
4. "If there were no summer schools, we would not know where our children are. They would leave home early in the morning and run all over the city. Now we know that they are safe in the schoolhouse and in no danger of being run over by automobiles or street cars."

How much time have the all-year schools actually saved the children? Though no exact statistics have been compiled to show how much time each pupil has gained, an investigation of the progress made by 271 pupils in the sixth, seventh, and eighth grades showed that 25 have made no gain, 67 a gain of one-third of a year, 59 a gain of two-thirds of a

Progress

year, 67 a gain of one year, and 53 a gain of one and one-third years. Some of those who have gained less than one and one-third years have not attended the all-year schools long enough to gain this amount. For example, some of those who have gained only one-third of a year have attended only one summer term.

The health of the children! Will it not be ruined by working forty-eight weeks a year? If it can be shown that the child's health is not impaired by continuous application to school work, the last objection is removed to the all-year plan.

Health

The medical inspectors of Newark report that, though no tests that might be classed as scientific have been made, the health of the children who have attended school all year has not been impaired in the slightest degree. A glance at the housing conditions in the tenement districts of any city should be enough to convince critics that the health of the child would be better conserved in the schoolroom than in the crowded tenement rooms and hot streets.

The regular school medical and nurse service continues in the summer, so that the health of the children in school is better cared for than that of those not in school. Good-health habits acquired during the regular term are not broken up by a long summer vacation, when the children not in school are beyond the influence of the school physician and the school nurse. The physician and the nurse both report that the children who have been out of school during July and August come back in September in poorer physical condition than those who have attended these two months, and that even the children who have been away at a summer resort are in no better physical condition than those who have been in school, since their recreation is likely to have been of a dissipating nature.

With only one or two exceptions the teachers who have been teaching continuously for three or four years say that their health has not been impaired in the least, that they go back to work in September after a two weeks' vacation as eager for work as they did when they had a longer vacation. Several teachers said that they preferred to teach the additional two months, not only for the extra salary, but because they became tired of the long vacation when they had no special work to do. Statistics compiled by the school authorities show that the average number of days lost by illness has been actually less during the year for the all-year teachers than for those taking the long vacation. One proof that the all-year schools are meeting with favor among the teachers is that many ask to remain to teach during the summer. A statistical study reveals the fact that most of those who have taught during the summer term ask for positions the next summer. To illustrate: In 1915 thirty-eight teachers were employed in the summer term at the Belmont School. Of these, thirty-four, or 89 per cent, were regular teachers in the Belmont School. Of the twenty-four Belmont teachers

The Teachers

who taught in 1914, eighteen returned in 1915. Of the six who did not return, two were married, one went to college, one had a summer-school position, and two took a vacation.

To maintain the all-year schools, an appropriation is needed to pay salaries of teachers and others for the extra two months. The teachers who continue in the schools through July and August are paid their regular monthly salaries. A teacher having a salary of \$100 a month would in the regular school have a yearly salary of \$1,000, while in the all-year school she would have a salary of \$1,200.

It would seem that the all-year schools would be an additional expense, but the discovery has been made that instead of an expense they are proving an economy. The supervisor of the summer sessions of the **Expense** all-year school says: "Let us suppose that there are two schools, each accommodating 3,000 children, one organized on the regular and one on the all-year plan. Let us suppose that all of these children will enter and complete high school. The elementary education of the 3,000 in the regular 8-year 320-week course will cost on a basis of 90 cents a week per pupil (\$36.00 per annum) the immense sum of \$864,000. The education of the 3,000 in the all-year 6-year 288-week course will cost on the same basis \$777,600, a saving of \$86,400, as compared with the regular school. An all-year high school would save, in educating these same pupils, the sum of \$120,000 more. A study made last March of the educational progress made by the pupils of the two all-year schools which were first established showed that 283 pupils had been graduated who under the regular plan would have been still in school. Reckoning 40 pupils to the class, there would have been 7 additional classes in the two buildings. This would have made necessary 14 half-day classes in these schools. As these pupils would have been in the upper grammar grades, the additional cost to the city under the old plan would have been at least \$7,000 per annum."

The State Department of Education of Minnesota has issued an order which calls attention in a very pointed way to a most fundamental fact, namely, that school supervision **Special Training of Supervisors** requires special training. Heretofore it has often been the case that successful teachers have been promoted to principalships and have been content to assume that they could take up their new functions on the basis of their experience as teachers. The order which is reproduced in part below points out the fact that supervision requires a technique of its own and demands special training.

The administration of consolidated rural schools and of graded schools requires that the principal shall have definite ideas with

respect to the control and conduct and development of the school interests. Experience in Minnesota has been that a large number of the principals in charge of these two classes of schools are lacking in school experience, both as to supervision of school work, and as to general management and direction of the schools' varied interests and activities. Many of the principals come into these positions fresh from normal school or college. They must assume responsibility for planning study courses, selecting teachers, recommending schedules of salaries, planning purchases of library and textbooks, securing needed equipment and supplies. They are charged with the supervision of teaching. The growth and usefulness of the school as an institution for training depends in large measure upon the intelligent conception of the principal. The school should not be obliged to assume the responsibility and burden of his training and development as a useful and efficient administrator.

To the end that a group of public schools in Minnesota represented by those in the consolidated and graded class may be well and intelligently managed through the services of principals who have been in a degree schooled in the elements of school administration, courses will be offered in the summer session of the University of Minnesota for principals of these two classes of schools. A requirement is made by the Department of Education and by the high-school board to the effect that:

Principals who begin their service in charge of a graded school or of a consolidated school in Minnesota for the first time next school year must be in attendance at the entire six weeks of the summer term at the State University.

The courses to be pursued by *all* principals are those in school administration and supervision.

Consolidated-school principals who do not hold permanent indorsement are *required* to take the courses in agriculture and manual training offered at the College of Agriculture.

For permanent indorsement as principal of a consolidated school, an applicant must take four summer sessions' work, placing special emphasis upon industrial work.

Principals of consolidated schools and of graded schools who have had previous experience in Minnesota as principals, and who are not required to take industrial or administrative courses, are

invited to attend the session and select such work as appeals to them as of most value.

Institutions, including colleges and normal schools, whose graduates take up this service are asked to make these requirements known.

School boards in districts maintaining graded or consolidated schools are asked to have these requirements in mind before employing principals for next year who have not had experience in such positions in Minnesota.